

**NON INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS**

QUESTIONNAIRE FOR NON-INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer. When completed, please save your file and e-mail as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS:

1. Program Name: ***Career Programs Center***

2. Person(s) completing the questionnaire: *Cathy Aimonetti*

3. Date of completion: *10/10/07*

4. What are the primary purposes of the program? Check all that apply.

- WVC Degrees and Certificates
- Transfer Courses
- WVC General Education
- Lifelong Learning/Life Enrichment
- Occupational / Vocational Courses
- Student Support Services
- Academic Support Services
- Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

The Career Programs Center provides essential information and support to students seeking occupationally related programs of study. It helps to build enrollment, strengthen retention, and enhance the quality of departments in the AAS and Business divisions. A new Contract Education Program Manager is being hired in October 2007 to strengthen the colleges customized training programs for business, industry, and professional entities.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

The elimination of a FT Work Experience Specialist. The new West Valley Campbell/San Jose Center opened and classes are being offered to the community. The new Center will assist the college in better serving mid-district Campbell and San Jose residents, and by providing needed "swing space" during the upcoming years of building renovations on the current campus. The Center for International Trade, Title IV-E Child Welfare Training Program, Foster/Kinship Care Education Program and Contract Education are now housed there. Career Programs hosts two Informational Sessions as outreach to new students desiring career program information. The number of participates has grown as well as the two Career Fairs that are held. More companies are participating.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. In analyzing any available program data concerning student use of services:

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Students using the Center services are primarily vocational students, although there are many general education students desiring to profit from work experience. From the student surveys we note that most of the students have English as a native language although some students have some difficulty. It is an advantage that there are three staff members who speak Spanish or Farsi to help those students who have difficulty expressing themselves in English.

Twenty-one percent of students are single parents with custody, including joint custody of children, or a person who expects to be a single parent within the next year due to pregnancy. Twelve percent are displaced homemakers who have worked primarily without pay to care for home and family. Because of this responsibility, lack of training or labor market experience, is unable to find a job. Four percent of students are eligible to receive Section 8 Housing Assistance. The income level of twenty-seven percent of students makes them eligible for a Board of Governor's (BOG) Fee Waiver.

Additional funding is needed to expand and maintain the quality of vocational programs.

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to college-wide data? See attachment for college-wide statistics.
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Forty-three percent of almost 18,000 students enrolling are between the ages of 18-24. Of those students, approximately 3,800 are single parents and 2,100 are displaced homemakers who have worked primarily without pay to care for home and family. Because of this responsibility, lack of training or labor market experience, are unable to find a job. Eligibility for Board of Governor's (BOG) Fee Waivers account for approximately 4,860 students.

The lack of education or training limits these students ability to find and maintain secure employment.

The Career Programs Center is essential in helping these students complete their educational goals, receive job skills, and find financial independence. Additional funding would facilitate the development of more vocational programs. Additional funding would also provide more staff hours and enable staff to assist students by providing them counseling, advising, career planning, interview strategies and resume development.

3. In analyzing any available program data concerning program "satisfaction" (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):
- What significant trends are revealed in the data?
 - What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Most students using the Center attend West Valley College only, but a few students take courses elsewhere. Most are day students although some are evening and weekend students as well. Many students utilize job tracking services on line within the Center. Many utilize the resume building programs available in the Center.

Most of the students learn about the Center from friends or other students and staff, but a significant number have learned about the services from the web and from printed material. Career days, Job Fairs, and Open House events make the services of the Center known campus wide.

Most staff members are aware of the services of the Center, many do not know who is eligible to use the services (all students), and in many cases the general public as well (for example Job Placement). While the general campus staff is aware of the program, about a third have never referred a student to the services of the Center. Most staff responses were complimentary, especially toward the helpfulness of the Career Programs staff.

Analysis indicates that alternative funding or re-directing some present funding is needed to support programs within the Center. More work is needed with other departments to leverage resources to meet the needs of students. An on-line newsletter is needed to keep staff and students aware of activities of the program. Awareness and collaboration of Economic Development services and other College offices needs to be expanded. Continue work with Transfer Center to coordinate activities such as speaker support. Meet with Career Programs staff and the Economic Development centers to enable creative thinking about how to use resources.

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):
- What significant trends are revealed in the data?
 - What factors might contribute to any significant differences from the College averages? See attachment.

A recent survey of career programs completers from one year ago indicated that the majority have secured employment related to their field of study and were satisfied with the quality of the instruction received at the college.

5. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

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A full-time counselor would be very beneficial here in the office and during the summer a part-time counselor. Students come in daily wanting help in planning their educational path

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C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)

1. Considering any program level Student Learning Outcomes that have been developed:
 - a) What relevant findings have been derived through the SLO assessment process?
 - b) What changes have been implemented, or are planned, based on the findings since the last program review?
 - c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator, with any questions concerning SLOs.

Some of the career programs that have developed SLO's in recent years include Child Studies, Landscape Architecture, and Digital Media. These programs have received grant funding from state and federal sources to enhance their effectiveness and reach.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effect of external influences on the program's purposes and goals:
 - a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
 - b) How might these influences form the basis for an action, objective, or request for resources?

Many students are affected by labor market demands. During the dot-com era enrollment was down because employment was high. With the dot-com bust, many people were no longer employed. Many of these people return to educational settings to develop new skills or renew their education.

The 2005 ACCSCT Study indicates that 63% of students are enrolled in non-degree programs. The study also shows graduation levels are strongly influenced on the length of the program. Shorter length of certificate programs enhances student achievement and appears to be a stable influence toward graduation and training.

A significant number of students that use the Career Programs Center attain degrees, certificates, and training-related employment after graduation. The Career Programs Center promotes opportunities for students by establishing, sustaining programs that contribute to the development of a highly trained and competitive workforce through quality career oriented education.

<http://www.accsct.org/Content/Resources/Research>

The Career Programs Center must work closely with faculty to develop short-term curricula for certificate programs to enhance student achievement and employment skills. Undated equipment and facilities need to be in-line with employers needs. Fiscal capacity should be appropriate to the specified scale of operations. Enhanced student support services are needed for recruiting and admissions practices. Funds are needed for academic calendars, catalogs, publications, and advertising. There needs to be measures of program length and the objectives of the degrees or credentials offered. Student concerns need to be addressed.

A business plan should be created for a branch campus that describes-

- The educational program to be offered at the branch campus*
- The projected revenues and expenditures and cash flow at the branch campus; and*
- The operation, management, and physical resources at the branch campus.*

A business plan would delineate sufficient educational, financial, operational, management and physical resources to meet projected student need.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented since the last program review to meet the needs of its student population?

We have adjusted staffing to enable alternative closing times for student access in the evening.

Career Informational Sessions are being offered in the evening to make it easier for students to attend as demand showed.

F. SUMMARY AND CONCLUSIONS SECTION:

1. General conclusions and summary statement.

The Career Programs services provide a vital service to the college community in terms of assisting students in accessing occupational fields of study and in providing supportive help to complete programs and obtain job placements.

2. Program Strengths:

A wide range of services are provided from pre-admission through program completion and follow-up. Services are widely accessible through a variety of means, including in-person, online, and e-mail oriented communications. The staff is very people-friendly, adaptable, and committed to helping students. There also are extensive links with related students services programs and with faculty in the AAS and Business Divisions.

3. Program Challenges:

The work experience program has not had full-time staffing for five years and as a result has limited enrollment and capacity. Evening services are only offered one day a week due to limited staffing in general.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

Seek college/district approval to reinstate a full-time work experience staff position. Expand linkages with the local one-stop centers. We also are seeking a full-time CalWORKs Case Manager/Counselor position (paid from categorical funds) and a permanent full-time Career Counselor and part-time Counselor for the month of August.

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

We would like to obtain a full-time work experience position for the 2008-09 program year. We are seeking the Case Management and Counseling positions in the current year.

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

Secure work experience and counseling/case management staffing to expand the program.

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

FUNDED by WVMCCD?

Full-time faculty FTE: <i>2 – CalWORKs Case Manager/ Counselor & Career Counselor</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially
Associate faculty FTE:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Staff FTE: <i>1 – Work Experience Staff</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Hourly (in dollars): <i>\$10,000 needed</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Facilities (brief narrative description): <i>Two larger private offices for counseling of students and for the Dean as well as four smaller open workspaces, three computer access stations and a reception area. While the area is adequate in space, there is a need for a larger conference facility and one or two more private offices.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost): <i>Three computers and one printer for student resume/career development research with an approximate cost of \$2,000. Eight computers and two printers for staff use with an approximate cost of \$6,000.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost): <i>General office supplies consisting of paper, envelopes, staples, file folders, etc. Projected annual cost of \$3,000.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially
Staff Development (brief narrative description): <i>Ongoing training from local, state, and federal programs to stay abreast of changes and opportunities.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify): <i>Click once here and type your response</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes....)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

We received a \$1000 augmentation to expand a Career Programs/Job Placement series of seminars that have been very successful.

I. RESOURCE REQUESTS 2007-2008

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE 2 – *CalWORKS Case Manager/Counselor & Career Counselor*

Associate faculty FTE *Click once here and type your response*

Classified Staff FTE: 1 – *Work Experience Staff Position*

Classified Hourly (in dollars): *Click once here and type your response*

Administrative Staff FTE: *Click once here and type your response*

Facilities (brief narrative description): *Click once here and type your response*

Equipment (brief narrative description with estimated total cost): *Click once here and type your response*

Supplies (brief narrative description with estimated total cost): *Click once here and type your response*

Staff Development (brief narrative description): *Click once here and type your response*

Other: *Click once here and type your response*

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